DOCUMENT RESUME

ED 457 549 EA 031 276

AUTHOR	Wishnietsky, Dan H.
TITLE	American Education in the 21st Century.
INSTITUTION	Phi Delta Kappa Educational Foundation, Bloomington, IN.
ISBN	ISBN-0-87367-828-1
PUB DATE	2001-00-00
NOTE	155p.
AVAILABLE FROM	Phi Delta Kappa International, P.O. Box 789, Bloomington, IN 47402-0789 ($22, members $16.50). Tel: 800-766-1156 (Toll Free); Fax: 812-339-0018; Web site: http://www.pdkintl.org/products/catalog/.
PUB TYPE	Books (010) -- Opinion Papers (120)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Charter Schools; Culture; Educational Development; *Educational History; Educational Technology; *Educational Trends; Elementary Secondary Education; Global Approach; Lifelong Learning; Nontraditional Education; *Politics of Education; Private Schools; Professional Development; Public Schools; Teacher Education
IDENTIFIERS	Reform Efforts

ABSTRACT

This book examines American education at the turn of the new millennium. It reviews its history and suggests, in broad terms, where it may be headed in the 21st century. Topics considered include a brief survey of the education "scene" today, the notion of a global village and ramifications for a global curriculum, technology related to globalism, diversity and equity issues, ideological and political issues, economic matters, the health of students, and lifelong learning. Specific examples help make major points of thought meaningful. Matters of contention discussed include separation of church and state, instruction based on pedagogical values instead of politics or ideology, topic-specific content knowledge versus critical thinking, political correctness, and different types of schooling. Instructors need to stay current with continuing developments in world events, technology, and the ever-changing cultures, societal values, international relations, and diverse perspectives arising from globalization. These tasks can be daunting, especially as current knowledge quickly becomes outdated. Questions asked in this book are not rhetoric. They are posed with the intention of catalyzing critical thought in educators and those concerned about the future of schooling in the United States. The concluding list of references is categorized by chapter. (RT)

Reproductions supplied by EDRS are the best that can be made
from the original document.